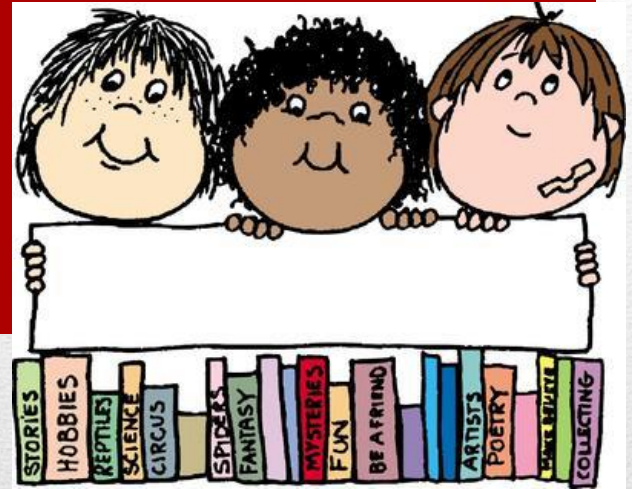


Balanced Literacy Roseland School District



“Today a reader, tomorrow a leader.”

W. Fusselman

Lisa Gross
Superintendent

Common Core State Standards

- National standards that all New Jersey schools follow
 - Criteria based on anchor standards that focus on career and college readiness
 - The same anchor standards are addressed at every grade level
-



Educational Shifts in CCSS

- Increase in text complexity
 - Balance of both fiction and nonfiction text
 - Focus on close reading
 - Requires text based evidence on all responses
-

- Critical Thinking Skills
- Real World Concepts
- Collaborative Work
- New Ideas
- Set Expectations



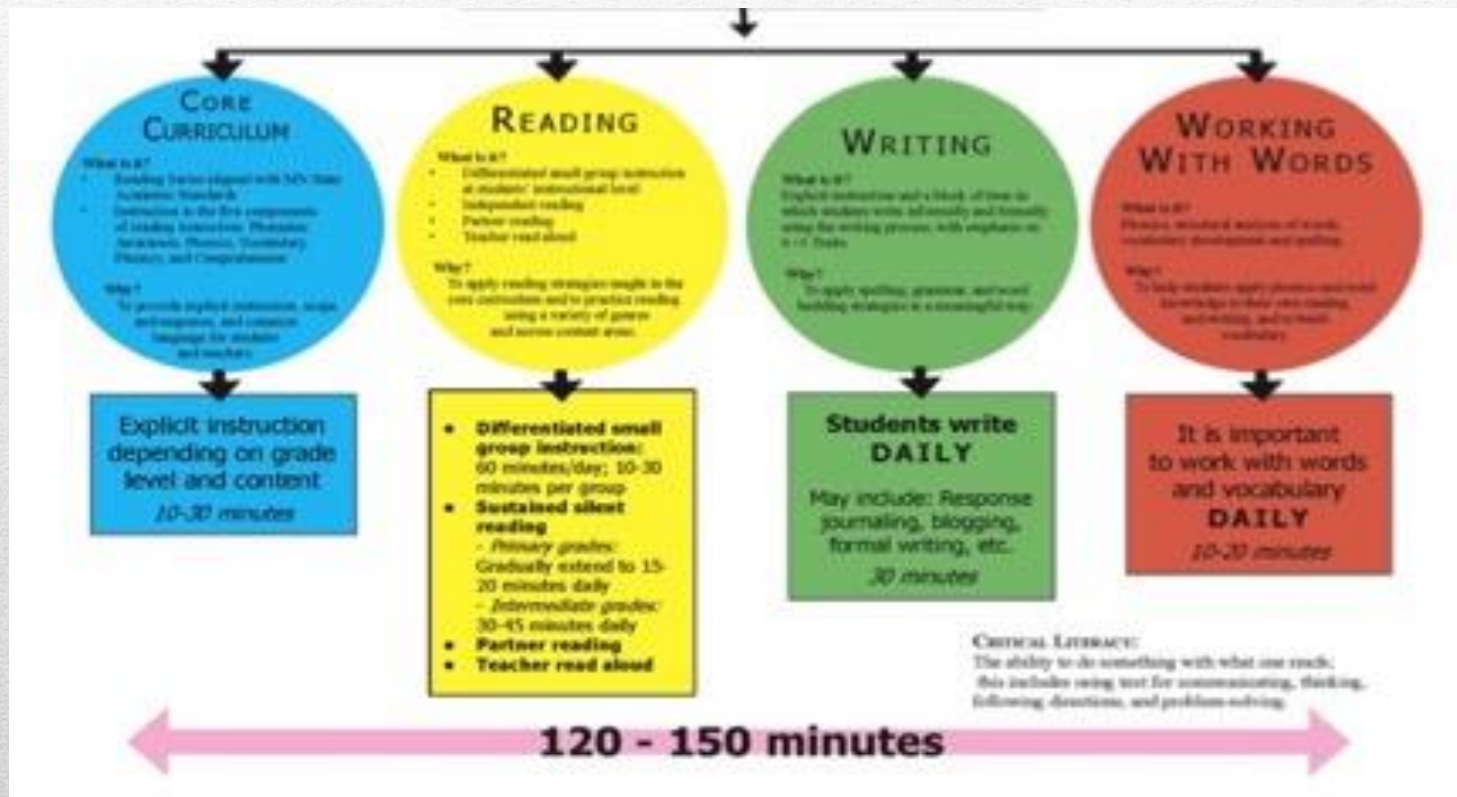
Standards

DEFINING **BALANCED** **LITERACY**

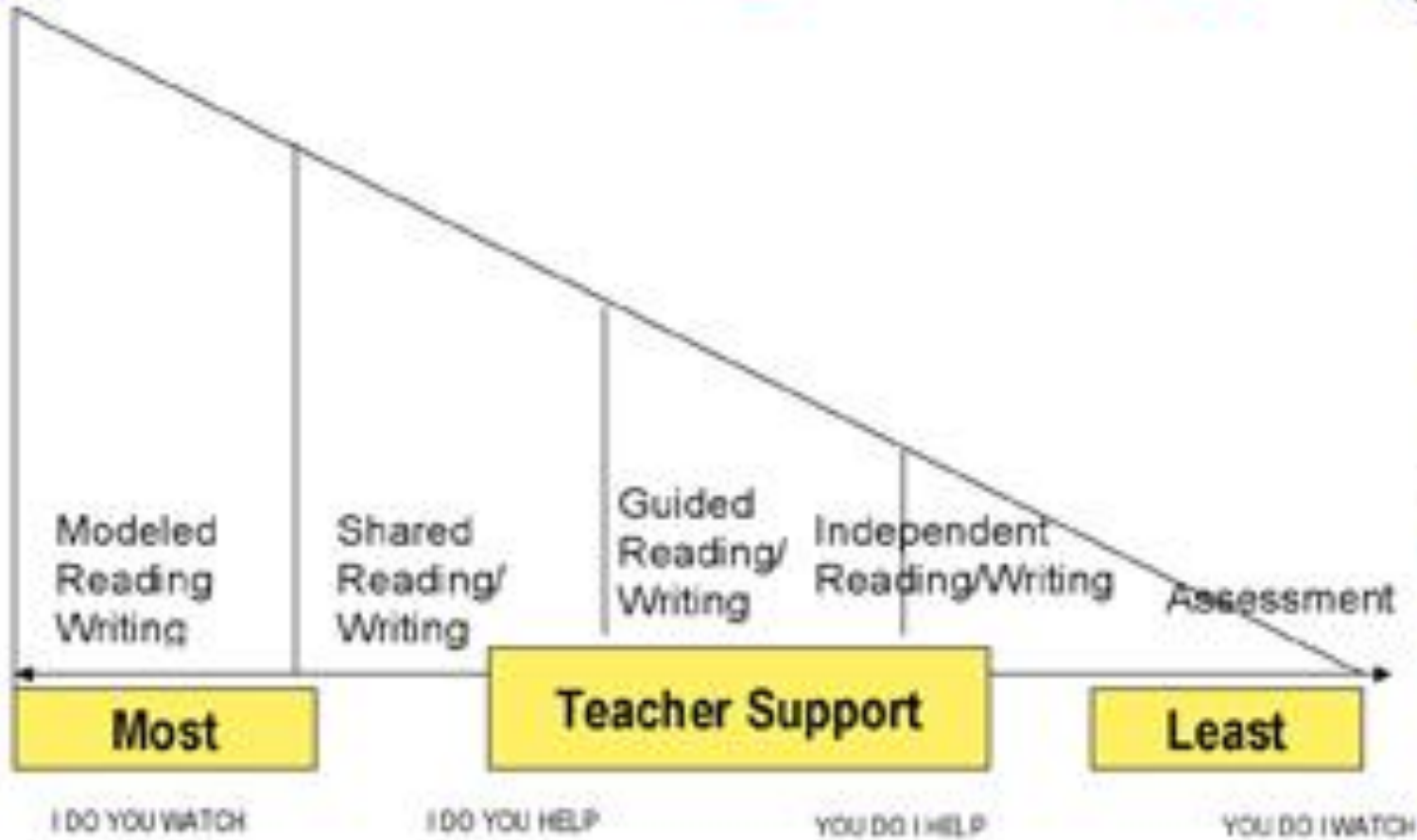
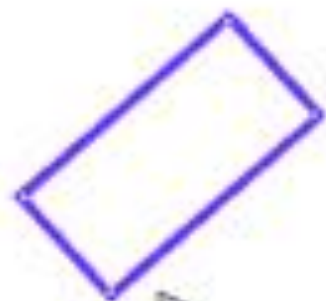


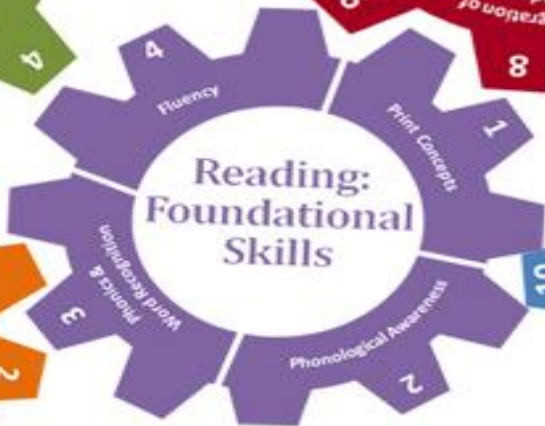
The purpose of balanced literacy instruction is to provide students with a differentiated instructional program which will support the reading and writing skill development of each individual.

Components of Balanced Literacy



Balanced Literacy: Scaffolding Learning





**College & Career Readiness
Common Core Anchor Standards**

Study of Roseland's Language Arts Curriculum

- 2012 revision
- Aligned to Common Core Standards
- Includes Core Concepts & Grade Specific Goals
- Next revision is planned for 2017-2018



Study of Materials

- Guided reading materials (fiction and nonfiction texts)
 - Achieve 3000 (KidBiz)
 - Empowering Writers
 - Teacher created Spelling lists
 - Orton Gillingham Resources
 - Leveled literacy Intervention Program
 - Running Records Assessments from Teachers College
-

Professional Development

- Literacy Consultants
 - Kid Biz
 - Empowering Writers
 - Teaching Reading in Small Groups
 - Opportunity to visit other districts
 - Orton Gillingham
-

Student Performance Data



- NJASK 2013-2014
 - Independent Reading level according to Teachers College Reading and Writing Project
 - KidBiz Achieve 3000
 - Common Writing Assessments
-

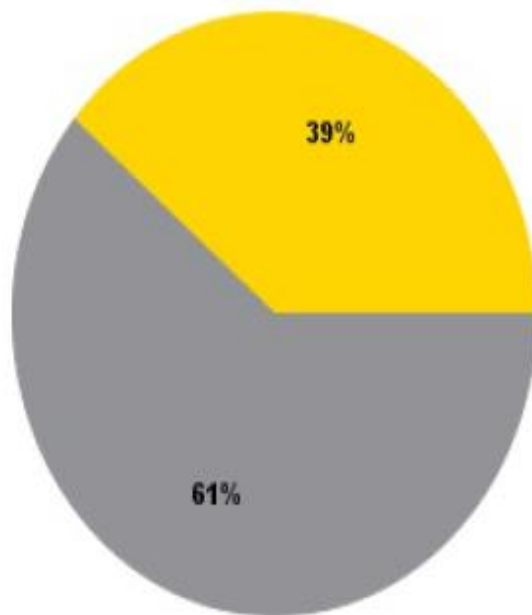
Language Arts Cohort 2012-2014	Grade	Level of Proficiency/ # students assessed	2011-2012	Grade	Level of Proficiency/ # students assessed	2012-2013	Grade	Level of Proficiency/ # students assessed	2013-2014
Partial Proficient							3	5/56	8.9
Proficient							3	44/56	78.6
Advance Proficient							3	7/56	12.5
Passing Scores							3	51/56	91.1
Partial Proficient				3	12/59	20.3	4	11/61	18.0
Proficient				3	39/59	66.1	4	46/61	75.4
Advance Proficient				3	8/59	13.6	4	4/61	6.6
Passing Scores				3	50/59	79.7	4	50/61	82.0
Partial Proficient	3	13/71	18.3	4	18/75	24.0	5	14/75	18.7
Proficient	3	53/71	74.6	4	48/75	64.0	5	49/75	65.3
Advance Proficient	3	5/71	7.0	4	9/75	12.0	5	12/75	16.0
Passing Scores	3	65/71	81.6	4	70/75	76.0	5	72/75	81.3
Partial Proficient	4	13/75	17.3	5	23/78	29.5	6	12/77	15.6
Proficient	4	59/75	78.7	5	47/78	60.3	6	58/77	75.3
Advance Proficient	4	3/75	4.0	5	8/78	10.3	6	7/77	9.1
Passing Scores	4	58/75	82.7	5	64/78	70.3	6	65/77	84.4
Partial Proficient	5	16/76	21.1	6	15/77	19.5	NJ ASK Language Arts Comparison 2012-2014		
Proficient	5	51/76	67.1	6	51/77	66.2			
Advance Proficient	5	9/76	11.8	6	11/77	14.3			
Passing Scores	5	65/74	78.9	6	56/77	80.5			
Partial Proficient	6	6/65	9.2						
Proficient	6	54/65	83.1						
Advance Proficient	6	5/65	7.7						
Passing Scores	6	61/65	90.8						

Student Performance Data

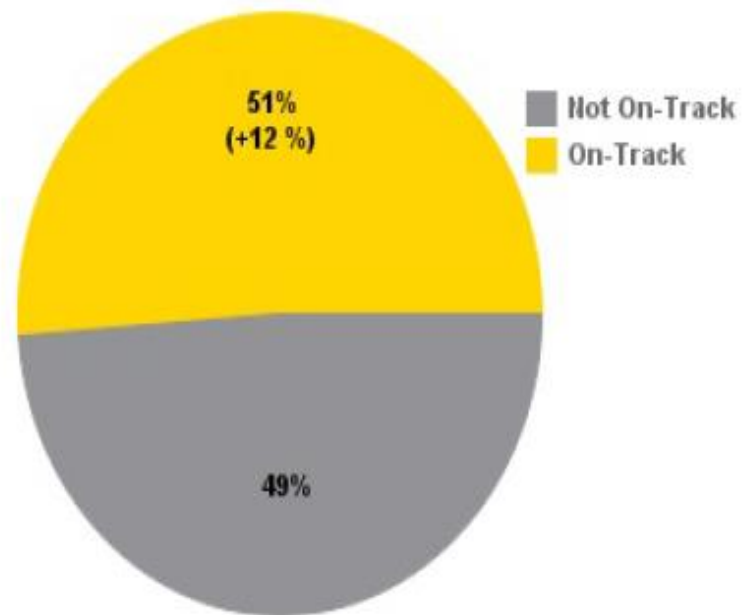


- NJASK 2013-2014
 - Common Writing Assessments
 - Independent Reading level according to Teachers College Reading and Writing Project
 - KidBiz Achieve 3000
-

How have students progressed towards college and career readiness?



Initial Readiness Forecast



Current Readiness Forecast

- Highest expectations for all of our students
- Increase achievement and growth for all students
- Schedule to maximize learning
- High Quality Instruction
- Institutionalize balanced literacy



What are the goals?

Curriculum Recommendations

Understanding by Design Framework
(UbD)

“You truly understand and excel when you can take what you have learned in one way or context and use it in another, on your own.”

Grant Wiggins

Curriculum Recommendations

- A new curriculum template
 - Enduring Understandings
 - Essential Questions
 - Assessment Evidence
 - Transfer: Students use of learning for an independent, long term outcome
-

Title of Unit		Grade Level	
Curriculum Area		Time Frame	
Developed By			

Identify Desired Results (Stage 1)

Content Standards

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Understandings	Essential Questions	
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Overarching Understanding	Overarching	Topical
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Related Misconceptions	
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Knowledge	Skills
------------------	---------------

Students will know...	Students will be able to...
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Assessment Evidence (Stage 2)

Performance Task Description

Goal	
Role	
Audience	
Situation	
Product/Performance	
Standards	

Other Evidence

--

Learning Plan (Stage 3)

Where are your students headed? Where have they been? How will you make sure the students know where they are going?

How will you **hook** students at the beginning of the unit?

What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?

How will you cause students to **reflect and rethink**? How will you guide them in rehearsing, revising, and refining their work?

How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?

How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?

How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

Sixth Grade Reading Curriculum
UNIT: Realistic Fiction

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
The choices people make have consequences.		<ul style="list-style-type: none"> • How do characters' choices impact their world?
Life challenges affect a person's character.		<ul style="list-style-type: none"> • How does conflict shape character?
Through reading the stories of others, students can better understand themselves and the world around them.		<ul style="list-style-type: none"> • How do readers create meaning from text?
KNOWLEDGE	SKILLS	CCSS
<p>Students will know: Readers utilize a variety of comprehension skills to monitor meaning such as predicting, inferring, questioning, and visualizing.</p> <p>Characters may be round or flat and static or dynamic.</p> <p>Narrative elements such as point of view, plot, setting, character, problem, solution, and theme interact.</p> <p>Characters respond and change as a story's plot progresses.</p> <p>Texts convey theme(s) or central idea(s).</p> <p>A story's plot consists of exposition, rising action, turning point, falling action, and resolution.</p> <p>An author can tell or show the reader about a character.</p>	<p>Students will be able to: Apply a variety of comprehension skills in order to monitor and to gain meaning.</p> <p>Identify traits that render a character as one or three-dimensional.</p> <p>Identify and interpret how narrative elements develop.</p> <p>Explain how a story's plot contributes to a character's development.</p> <p>Identify the theme(s) or central idea(s) of a text.</p> <p>Identify and interpret parts of a story's plot.</p> <p>Explain and identify examples of direct and indirect</p>	<p>ELA-Literacy RL 6.1 - 6.10 ELA Literacy RI 6.1 - 6.10 ELA-Literacy Writing 6.2, 6.4 – 6.6 ELA-Literacy Speaking & Listening 6.1 - 6.6 ELA-Literacy Language: 6.4 - 6.6</p>

Research on Reading

- Ensuring students have easy access to interesting texts on their level, and providing children with choice over what and with whom they read are the two most influential factors on reading motivation.

(Guthrie and Humenick, 2004)

Recommended Materials

- Increase leveled classroom libraries to support independent reading



- Technology devices for small group centers
 - Book bins/shelves/easel
 - Words their Way Spelling/Vocabulary Program
-

Words Their Way

- Developmentally driven approach to word study
- Links word study to the texts students are reading
- Provides a systematic scope and sequence of word-level skills:
Alphabet ---Pattern---Meaning
- Provides multiple hands-on opportunities to manipulate word features that allow students to generalize beyond isolated, individual examples to entire groups of words that are spelled the same way
- Effective and engaging vocabulary instruction



Key Elements of Words Their Way

Sorts

- Constructivist learning and teacher-directed instruction
- Talk to make discoveries and form generalizations
- Practice a sort 6-8 times independently and with a buddy

Reflect

- Word Study Notebook

Progress Monitoring

Transfer to Meaningful Reading and Writing



Professional Development Recommendations

- On-Site Professional Development to deepen understanding of strategy instruction, record-keeping, and other formative assessment options
 - Incorporate *Words Their Way* Spelling/Vocabulary Professional Development
 - Refresher course for Empowering writers
 - Integration of Technology
-

Other Recommendations

- Schedule- Increase Literacy Block
- Literacy Nights for Parents
- One School One Book initiative
- Professional Book Clubs



Conclusion

Balanced literacy ...

- Promotes effective reading and writing
- Provides scaffolds for student success
- Moves students from being dependent to independent
- Promotes a classroom management structure that allows for explicit instruction as well as meaningful practice

“In a truly balanced literacy program, how you teach is as important as what you teach.” –Dorothy Strickland

References

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